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ABSTRACT

A questionnaire designed to assess student awareness of their abilities to perform particular English skills, and student interests in activities using these skills, was administered to 160 students at the College of DuPage (C/D); 138 (86 percent) responded. For comparative purposes, similar questionnaires were administered to local high school students and to C/D graduates. An altered version of the questionnaire was sent to local two- and four-year college faculty members in order to determine their opinions of what a community college English program should emphasize. Results indicate that: (1) like the graduates and the high school students, present C/D students consider themselves to be of average ability in their use of language skills; (2) over half of the C/D students want to improve their writing style, grammar, public speaking, and report writing skills; (3) few C/D students want to improve spelling, logic, or literary analysis skills; (4) the three student groups have similar literary interests; (5) faculty consider some things essential to the curriculum which students express no interest in; and (6) graduates indicate more confidence in their skills than do C/D students. The author recommends that a diagnostic test be administered to all students prior to their entry into the English program so that students can tell how well they measure up to standards and how much they need to improve. The questionnaire in all its forms is appended. (DC)

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STUDENT INTERESTS, VALUES AND THE ENGLISH CURRICULUM

by

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*This study is the result of the efforts of the Task Force in Curriculum at the College of DuPage. Members of the Task Force include beside the author, who is its chairman, Robert Phillips and Martin Huske of the College's Institutional Research Department, Dr. Steven Groszos, Director. Serving as consultants from the English faculty of the college were Dr. Justine Manley and Mr. George Ariffe. The Task Force is supervised by Theodore Tilton, Dean of Instruction.

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Generally, the community college educator has assumed a humanities curriculum in his college should parallel that offered the first two years in a baccalaureate program of a university. These two years of college are preparatory for senior level, intensive study of a field, say, economics. By the time the student enters his junior year of college, he must know how to use the potpourri of knowledge, theories, and skills he has acquired by means of a general education, epitomized in the junior level of instruction of his first two years of training.

Because so many students of a community college do not go on to the university, it would be a mistake for the community college administrator to tailor his offerings in the humanities solely on the basis of its baccalaureate use. Surely, the community college can provide adequate training for the transfer student, but it may also afford other advantages through its curricular offerings in the humanities area. The point to this monograph is to suggest objectives for future expansion of the humanities at the community college.

It has been argued that a curriculum of course offerings should be structured around the principle of meeting student needs and developing his interests. Malcolm Knowles, for example, has urged that education meet a

"performance gap." A writer on the topic of adult education (the community college is increasingly involving itself in adult education), Knowles argues that the student will be self-motivated to learn, if he recognizes "the gap between his aspiration for improvement in performance and his present level of performance."[1] Knowles defines an educational need as the presence of this gap.

> The more concretely an individual can identify his aspirations and assess his present level of competencies in relation to them--the more exactly he can define his educational needs--the more intensely will he be motivated to learn.[2]

The hypothesis stated in this quotation rests on the assumption that motivation is a function of an educational need: the more one confronts in himself a need for additional education, whether it be a course or an entire program, the greater will be his diligence in pursuing it.

There are some instances which are counter-evidence for the claim of a relationship between felt or recognized need and motivation to do something to fill the gap. Suppose a person buys a pair of shoes which are too tight to walk comfortably in. He may indeed recognize the need to do something about it, yet believe that in his society, the feeling of pain as one breaks in his shoes is normal to the population; and hence, he does nothing to correct the situation.

On the other hand, the phenomenon of creating a feeling of need in someone in order to motivate him to pursue

a specified course of action is so commonplace that one ought to consider the hypothesis of Knowles validated on the intuitive plane. Advertisers frequently make their products seem "indispensable," so as to convince the customer to purchase their items. Dandruff removing shampoos, lotion to remove a condition of the hair known as the frizzies, sports arenas, shaving creams, cars have all been sold to the public consumer on the grounds that the particular item will significantly contribute to the purchaser's attainment of the good life. And these objects are beneficial, despite the fact that they are contained in the grab bag of material goodies Marcuse labels "false needs," i.e., one does not really need these. Appeal to one such false need, the author has been told, has reduced the birth rate in certain towns of India. Contending that women who want to remain attractive should have fewer babies, the social worker of a town has convinced many village women to utilize a contraceptive device. This approach is apparently working more effectively than attempting to reason abstractly with these women concerning India's growing population.

If the educator fashions his curriculum on the assumption that the curriculum should provide perceived improvement in the performance level of the learner, i.e., with regard to the coping skills of the student, particularly in regard to the student's perceptions of these skills, the educator must seemingly accept the responsibility of

ascertaining what it is that the student thinks he is weak in, such that he is prepared to receive instruction to improve upon these. Admittedly, they may be tied to a learner's occupational goal, but among these may also be skills to pursue one's interests and hobbies.

The humanities curriculum herein studied is the English curriculum. A curriculum task force has been established at College of DuPage, Glen Ellyn, Illinois, to study curricular programs. Its aim is to stimulate the instructors of the discipline under study to think over their program's offerings. Having studied a technical program as its initial field of inquiry, the Task Force turned to examine the English curriculum in the Fall of 1974. The Task Force is composed of two members of the college's Institutional Research Department, Robert Phillips and Martin Huske, and is chaired by Dr. John Oastler. Two members of the English faculty served as the study's consultants, Dr. Tina Manley and Mr. George Ariffe.

Germaine to the approach of the study, that of relating the learner's perceived needs to curricular offerings, were several commonly believed propositions by educators and English faculty alike. The first seems universally, self-evidently true: the typical community college student believes himself poorly prepared in the English skills. Not only is this assumption widespread, but some community college programs are designed to encourage

students to overcome their "fear of English correctness." At Forest Park Community College in St. Louis, for example, the English instructors want to correct the students' feeling of inadequacy in writing.

> We talk about what "correctness" in language really means. We have to, because early on in every section, every semester, some student says, "But when are we going to learn what we do wrong? When are we going to do some English in here?" We try to remove the impression that writing is no more than red-pencilled errors and chasing elusive commas. Past experience has given most of our students, like most Americans, the notion that they're "bad in English." They're afraid to write because somebody has convinced them they can't. One of our main jobs is erasing that impression.[3]

If fear of failing to write properly pervades the minds of students at community colleges, the students should recognize their inability to write correctly and well.

We were concerned, however, that the students should improve in areas that are important to them. Accordingly, a questionnaire was developed for the study intended to report students' awareness of their level of performance at a particular skill and also to measure the degree of interest the students have in some activity using the skill. The questionnaire was divided into parts. Part II lists several activities that students engage in, e.g., reading magazines, and asks the respondent to note the frequency of his engaging in the activity. Part III, divided into sub-parts, is a series of skills about which the respondent is to introspectively assess his performance level. We reasoned in terms of Knowles' model that if a

person believes he is poor at a skill that is important for him to do an activity he shows greater interest in doing than others do, he will be motivated to improve. An additional section, Part V, contains a list of general skills and a few specific ones that the respondent is to check to signify his desire to improve upon, but he was not required to assess his present level of performance in this section. We were hopeful that the data of Part V would tie into the findings of Part III, since both parts have relevance to improving one's skills, given the model of Knowles.

Another proposition which appears widely held is, the more training a student has in a subject area such as English, the more selective and discriminating his tastes in the field become. We were interested in this assumption, because if the high school English curriculum is developing taste in literature, for example, the community college would probably want a more sophisticated literary selection of topics to choose from. To put this hypothesis to the test, we sought to compare the high school students' responses to a list of topics covered in some course offerings of the curriculum of College of DuPage with our college students'. Specifically, a literary interest section, broken into topics that are already part of the curricular offerings of the program at the College, constituted the latter pages of the questionnaire. The questionnaire was to be administered to high school students as well as college

students, thus permitting a comparison of literary topics of interest between the two groups. It was predicted that the students of the College would select a greater proportion of the period topics, e.g., 19th and 20th Century European fiction, since they have had a greater amount of instruction in English literature.

A final assumption (perhaps not as important but nonetheless related to the outcome of instruction aimed at meeting felt-needs) is that the student will increase in confidence the more training he has received which meets felt-needs. Obviously, the level of confidence a person has should be related to his performance level, such that the individual with less training should be less confident in his abilities, and conversely. Accordingly, we predicted that the more educated persons should have a greater degree of confidence in their own abilities, i.e., skills. To aid in measuring the level of confidence as a function of amount of education, the questionnaire was administered to our college graduates in addition to the other groups already identified, the high schoolers and our college students.

The major goal of the present study was to determine whether the Knowles' model of students' needs could identify areas of training that the students believe they could use to increase their performance level of skills significantly related to activities important to them. The three assumptions discussed above seemed to us part of what is involved

in attempting to meet students' needs through curricular offerings. We noted, in addition, each assumption's intuitive appeal, so that our own theoretical "leap" was merely to relate them to Knowles' theory.

In an exploratory study like this, we threw in other considerations to find out what we could about factors pertaining to curriculum development. For instance, we wanted to know if the student has a philosophy of education, so we posed a few for the student to rank in importance and then, in order to determine how well conceptualized the philosophy might be, we asked the student to rank another set of philosophical statements, which we believed embodied the individual philosophies set forth in the first list. We also sought general comments about the English curriculum (in Part I) to see if the respondents had perspectives and ideas concerning the curriculum which were alien to the questionnaire's fundamental discourse on the students' felt-needs and its relation to instruction.

A specially prepared version of the questionnaire was sent to English faculty from either universities or other community colleges to get their views on the topics and materials we were sending to students. In line with the primary thrust of this study, we wanted to ascertain their feelings about the English curriculum in relation to students' felt-needs.

Some initial versions of the questionnaire were administered via interview to approximately 12 respondents, including two faculty members--one at another community college, one at a nearby university--and from these, frequencies were established for the selection of responses to part II of the students' questionnaire, while information concerning the possible interpretations of the questions on the part of the respondents was gathered. With respect to these interviews, the questionnaire in all its versions, for high school students, our college students and graduates and English faculty elsewhere, was refined. The English faculty of College of DuPage received the initial questionnaire for students and graduates and made comments to improve the questions from their vantage point. We altered the questionnaire, although we did not change its essential format, in light of the comments from our English faculty. After the study was conducted, the Task Force met with the English faculty to share results and ideas concerning these.

Administering the Questionnaire

The student and graduate version of the questionnaire was administered to 160 college students, mostly freshmen, of which 138 were turned in. Five hundred graduates of the college were selected randomly from our graduate lists dating back to 1969, about 3,700. Only 84 of these were completed; 76 of the 500 were undeliverable, according to the post office, because the graduate had

moved and left no forwarding address. We were not able to send a follow-up letter to encourage the stragglers who simply did not complete the survey but might have.

The high school questionnaire was administered to students of Glenbard South High School near to the College. By arrangement with the counselling staff and the English faculty of the high school, 150 students received the questionnaire to take home to their parents, and if the parents did not mind, the students could fill them out. Forty-two questionnaires were completed under these guidelines.

In an effort to involve the community college English instructors of other colleges in the project, we contacted three English instructors, each one at a particular neighboring community college. We appointed him liaison for the project on his campus. We sent questionnaires to him together with instructions to circulate them among his faculty members. The method of contact did not encourage articulation between the neighboring community colleges and ours, although we were hopeful it might. It became evident to us that the liaison considered it a chore he was "invited" to perform. From Harper College, we received back 1 out of 20 sent. Of the same number delivered to Morraine Valley Community College, 4 were completed; and 8 out of 20 from Triton College. Then, we randomly selected 20 faculty members at each of 3 state universities where our students frequently transfer:

Northern Illinois University, Southern Illinois University, Carbondale, and Western Illinois University. Eight were completed from NIU, 4 from Southern together with a note from the department that 2 members were no longer with the department, and 7 from Western. All-in-all, 33 instructor replies were analyzed out of 118 possible, a 27% response rate.

The questionnaire was long--7 pages for students and graduates; and we were unable to send follow-up reminders to complete the questionnaire. Here is a breakdown of the return rate:

(1) students of College of DuPage----------86% completed
(2) graduates of College of DuPage----------19% completed
(3) high school students----------28% completed
(4) instructors and professors----------27% completed

Appendix A contains the questionnaire and its many versions. Analysis of the statistical questionnaire is given for the students in high school, college and the graduates in Appendix B and for the instructors in Appendix C. In Appendix E, the written comments of the various groups are summarized.

Analysis of the Data

1. Do community college students think they have poor English skills?

Appendix D summarizes the self-assessment of language skills reported by the community college students. Overall, they think themselves of average ability in their

use of the language skills. In this respect, they do not differ from the graduates or the high school students.

Importantly, of the 34 skill items in Part III, only in 7 cases do more than one-quarter of the respondents rate themselves "poor" or "a flop!": writing without making many revisions, using an outline, composing a poem, making models for new organizational structures, reciting a poem, setting a literary work in its cultural period and spelling. College students also claim they should improve in many of the areas listed in Part V. Here two-thirds want to improve their style of writing, about half want to improve their grammar, their public speaking skills; their writing of reports. Spelling, analyzing literature and logic are given much lower priority. We assume that using an outline, making models for organization, belongs to the logical family of writing skills; i.e., indicates writing fluency; that writing without making many revisions is related to style; while setting a literary work in its period and skills related to poetry interpretation are part of analyzing literature. The spelling item simply reappeared on both lists. By correlating the two lists, we find evidence for thinking that 6 of the 7 cases in Part III, in which at least 25% rate their skills below average are relatively unimportant, i.e., students do not indicate an interest in improving them.

On the other hand, about half of the large number of college students in Part V claim they would like to

improve their style of writing, grammar, public speaking and report writing. When we examine the frequency levels reported in Part II, we can discern an intuitive correlation between style of writing with writing personal letters and writing term papers or reports. Nearly 50% write over 15 personal letters a year and over 60% write 6 or more term papers or reports. Style of writing is an obvious related skill to these activities.

Grammar is related not only to writing but speaking. While only 17% talk as authorities on a subject, and are engaged in public speaking, 39% are involved in 11 or more group discussions per year. The grammar they are likely to be interested in is the informal, colloquial speaking appropriate to small groups.

A comparison of all three groups, high school, college, graduate, with respect to each's language arts profile (Part II) reveals that the activities of an individual remain relatively constant from high school on. Of part II items 4-22, one notes significant change in activity among all groups only with respect to items 9 (making suggestions for change), 11 (reading technical books), 12 (buying advertised items), 14 (writing reports or term papers), and 15 (reading popular magazines). The other activities of section II remain relatively constant, and variations among them are not statistically significant to the .05 level. The changes noted represent an increase in these activities from high school to graduate.

One can make out a case for saying that style of writing and grammar should be emphasized in the community college English curriculum, not because the student believes himself poor in skills related to these activities--most do not--but simply because he is increasing the frequency of performing these activities. As he continues to develop in writing and speaking, he must utilize the skills that will improve his performance.

2. Is the student more selective the more English he takes?

With respect to this question, we secured data only about the literary topics of our college's curriculum. One would expect on the basis of assuming this hypothesis true, that the college student, who probably has had more English instruction than the high school student, would select more sophisticated topics, e.g., Black literature, and less general topics, e.g., novels.

Table 1 (page 15) summarizes our findings concerning 4 groups--high school, college, graduate and English faculty. Five of the 33 topics were chosen by one-third of all groups, and seem general and broad in coverage: novels, short story, films, youth's values, and human nature. Overall, both student groups and the graduates are very close in agreement concerning the topics they are interested in. Graduates did not select a topic which was not selected by one of the student groups; college students selected only 1 not chosen by one of the other 2 non-professional groups;

Table 1

Topics in English Curriculum 33% of Respondents in Particular Group are interested in

A-High school students
B-College students
C-Graduates
D-English faculty think essential to program

Topic (abbreviated titles)	A	B	C	D
Novels	*	*	*	*
Short story	*	*	*	*
Plays	*		*	*
Poetry				*
Ballad and song	*			
Fantasy	*	*	*	
Humor	*	*	*	
Dramatic non-fiction	*			
Films	*	*	*	*
Black literature				*
Youth's values	*	*	*	*
Alienation				
Values of marriage		*		
Utopian literature				
Third world writers				
Individual theme				*
Shakespeare				*
Early American writers				*
Russian literature				
Early English literature				
19th Century				*
19th/20th Centuries lit.				*
English poetry				
American realists				*
Greeks				
Engl. literary				
Southern writers				
Greek mythology	*		*	*
1920's				
Drama influence				
Existentialism				
Human nature	*	*	*	*
Politics				

and high school students chose only 1 such. The English faculty* selected 8 categories which no other group in the table chose by the criterion we used. Some topics contained greater specificity in the titles, e.g., Shakespeare, Early American writers, mid-19th Century American literary works, American realists; and 19th/20th Centuries European fiction. The English faculty were answering a slightly different question concerning what they believed should be absolutely included in the topical offerings of the curriculum. They selected more specific topics as essential to the curriculum than did the students and graduates claim interest in. While the English faculty selected 15 topics as essential, the high school students are interested in 11 topics, the college students 8, and the graduates 9.

However, when we concentrate upon the college students who claimed to have taken already more than 9 quarter hours of English at College of DuPage, some 25 respondents in the group, we find that in addition to all the topics chosen by the college students, one-third of the 25 also chose the individual theme, Shakespeare, early American writers, mid-19th Century American literary works, Greek mythology, and the politics topic, 5 of which are on the English instructor list of essential topics. If we push

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*"English faculty" in most instances of use in this paper refers to the instructors in English who were respondents.

the interest level to 50% of those who have taken over 9 quarter hours in English, we discover that the list of topics of this limited group approximates closely the overall college students' list, not differing in the number of categories selected, but differing in 4 choices.

Table 2

Comparison of topics selected by one-third of all college students to one-half of college students having taken over 9 quarter hours of English at College of DuPage

1-College students N=138
2-College students with over 9 quarter hours of English at College of DuPage N=25

Topic	1	2	
Novels	*	*	
Short Story	*	*	
Fantasy	*	*	
Humor	*	*	(48%)
Films	*	*	
Youth's values	*		
Values of marriage	*		
Early American writers		*	(48%)
Greek mythology		*	
Human nature	*	*	

In 6 of the 8 categories each group chose, there is agreement. If we designate the topics Youth's values and Values of marriage of less sophisticated value for the development of interest in literary genre and the topics Early American writers and Greek mythology of more sophisticated value within the study of literary genre, we can see slight direction toward the standards of the English faculty for about one-half of the small group of students in our college student sample who have taken over 9 quarter hours of English.

There is a graduation requirement at College of DuPage which in effect necessitates that a student seeking an Associate in Arts or a Associate in Applied Science take about 9 hours in English. Observing that while there is no significant difference between the interests of the students and graduates, we did find that students who have taken English beyond what is required choose more of the topics the English faculty believe essential to the curriculum of a community college. These students were more selective in that they chose more of the sophisticated topics, i.e., topics containing reference to specific periods in literary genre.

3. Does the student gain in confidence in his use of the language skills the more training he receives in English?

For each item under Section III, the graduate group maintained a slightly higher mean than either the high school or the college student group, except for items 26, 36, 37, 41, 46, 50, 53, and 56, where minor decreases (less than .26 between the top mean score and the graduate score) occurred. Thus, of the 34 skill items, the graduates' mean topped those of the other two groups in 26 cases.

Comparing for each item the responses of the graduates with those of the college student, we found statistically significant difference (to the .05 level) in the confidence reports of the two groups for the following items (Table 3).

Table 3

Significant change in confidence level of the responding groups College of DuPage students and College of DuPage graduates

Skill item	Direction of change
23. picking out gist	↑
27. reading fast	↑
28. following train of thought	↑
31. getting point across on paper	↑
32. expressing yourself on paper	↑
33. writing without making many revisions	↑
34. using an outline	↑
39. spotting flaws in a story	↑
42. spotting an emotional appeal	↑
43. being concise, to the point	↑
44. making models for new organizational structures	↑
45. defining terms	↑
46. challenging critically a point someone else makes	↑

statistically significant to .05 level, using Chi-Square

student group-N=138

graduate group-N=84

Since the community college may be getting the high school graduates with less confidence in their writing abilities (we are assuming that confidence is related to felt-need) than the majority of high schoolers, we compared only the community college confidence levels with the graduates'. For 13 items, the graduates reported significantly greater

confidence in their skills than the community college students have; and there was not a single instance in which the students reported significantly greater confidence than the graduates.

Interestingly, of these 13 items in which significant change in confidence between the two groups is noted, the English faculty in our sample scored a mean of better than 3.50 with S.D. lower than 1 S.D. unit for (1) picking out the gist, (2) following a train of thought, (3) getting the point across on paper, (4) expressing oneself on paper, (5) being concise, and (6) defining terms. A "3" is the category of being useful in the curriculum and a "4" is the category of being essential. The English faculty also scored in this range for 4 other skills: (1) listening closely, (2) articulating a point of view, (3) relating evidence to contention, and (4) understanding another's point of view. In two of these, listening closely and understanding another's point of view, both student groups and the graduates rate themselves at better than average, already. Thus the faculty sampled believe training in 6 of the 13 skills are necessary for a community college program, although they also believe 4 other skills are essential, two of which learners believe themselves well-prepared already.

It seems apparent from our findings that some improvement does occur as the student continues to employ the language skills. We found a definite increase in confidence level for most graduates over most college students. The Knowles' model of felt-need, interpreted here as lower confidence level, apparently can be useful in spotting areas where

instruction will significantly increase the individual's self-confidence.

4. What are the possibilities for future development of the English curriculum at the community college?

Two sets of questions were posed to the students and graduates that called upon them to disclose their philosophy of education concerning what they believe they could be learning. We collapsed categories "A" and "B" together and "C" and "D" together and using Chi-Square, determined whether there is correlation between length of time in school and high and low rating of the particular philosophical position. The first set in the cases of college graduates and college students was matched with the second set, while the high schoolers' first set pertained to high school and the second to their thoughts about college.

Variations in the high-low rankings of these philosophical statements were not statistically significant to the .05 level of significance. All respondents were therefore grouped according to the two categories we used, "High" and "Low," for each statement (Table 4, 4a).

Intuitively, we felt that the first statement of the set of maturity matched the first statement of the set on what college should do (Sets I and II, respectively); and we believed that to some degree the other statements were similarly matched. Our intuitive feelings about the matching of the statements was not borne out by our results, however.

Table 4

Respondents' ranking* of philosophical statements concerning education's role in their maturing and what college should be offering students

Set of questions dealing with their maturing	High	Low	%High
1. opened up things	162	[illegible]	68%
2. aware of mistakes and pitfalls	105	140	43%
3. critical function	103	137	43%
4. play native talents advantageously	142	98	59%
Set of questions dealing with what college should do			
1. open up intellectual world	189	63	75%
2. do a better job than most people	78	175	25%
3. self-reliant and confident	220	33	87%
4. fit into society	99	150	40%

*for all those in groups high school students, college students, or graduates who responded

Table 4a

English instructors' ranking of same statements N=33

Set I above	%High
1	82%
2	21%
3	63%
4	51%
Set II above	
1	93%
2	21%
3	72%
4	9%

While the critical function statement received only 43% high ranking as shown in Table 4, the statement about self-reliance was very highly ranked; 87% placed the latter statement high. Nevertheless, comparison among the statements is possible. Statement 1 of both sets contains the idea of opening up something never before encountered and both statements are evaluated high for the vast majority of respondents, whether students, graduates or instructors. Statement 2 of both sets refers to a person's excelling over others and is tied to an educational philosophy of competitive excellence, which has been argued for by the author in another paper.[4] Statement 2 of both sets received low rating and particularly statement 2 of the second set received only 25% high rating by students and graduates, 21% by instructors in English. It seems clear from this latter finding that doing a better job than most people, avoiding the pitfalls and mistakes of others are not important to both learners and teachers at this time.

The possibility arises in light of the traditional role of higher education, especially in regard to the American universities at the turn of this Century, that the notion of competitive excellence could guide in fashioning the humanities curricula such as English in the future. Comparative excellence has not been the by-word of contemporary education, but by employing course materials that

enable the learner to perform better than the individual who has not been taught by the college, the cause for post-secondary education will be advanced and its direction clarified. In any case, there is obviously an area for curriculum development which has not been given priority in the minds of those involved in the process of learning.

With regard to the English curriculum, one way to introduce the notion to the student is by educating him for a social role or position. Suppose a student were training for a job on the police force. If the college English instructor knew how well a typical entrant could write police reports, he could structure the course he teaches to enable the typical community college aspirant to perform much better than those applying or in the job who have not attended his college. Similarly, a transfer student could enroll in an English sequence of courses which could by design prepare the transferee to do a better job in his writing, etc. than the "native" university student. Again, the English instructor would need to ascertain the level of performance of the "native" student. No one can predict the alterations that would come about, if the idea of competitive excellence became the dominant concern of college educator and learner alike.

Recommendations of this study

Two recommendations appear logical extensions of our findings.

1. There should be articulation between the college and its district's high schools. At one time, the college did articulate with some near-by high schools, but evidently the procedures followed were dropped. High schoolers assess their abilities on some items above the average range and appear interested in many of the topics college students also claim an interest. It is likely to suppose that articulation will integrate the college English coursework with that offered in the high schools.

2. There should be some kind of diagnostic tool, e.g., a sample of the student's writing, prior to the student's entry into the English program. Relatively few students think themselves less than average in most of their language skills. Undoubtedly, they appear to be judging from their experience, probably not by using a standard of good English usage, which, for instance, an employer might use before hiring a prospective employee. If a diagnostic device were administered the student, he might come to realize not only how well he measures up to the standard, but also how much he can improve through college English instruction.

Concomitantly, the entering student could be encouraged to improve his reading through a reading diagnostic tool to include testing for reading comprehension. College students admit they are not good at reading fast, yet graduates report reading more. Reading skills are self assessed higher by graduates. Possibly a college post-test

could be completed with a pre-test to entering the English program to determine more precisely any degree of improvement in reading comprehension.

Summary of findings

In our study of the English curriculum, we found that Knowles' understanding of felt-needs, interpreted as a self-assessed level of confidence in the use of a competency, is useful in indicating the areas in the curriculum that are likely to improve the students' performance. On the other hand, we discovered that there are few skills in the language arts which high school students and college students feel themselves poor in, so that the net gain in the students' confidence level will probably be small no matter how much instruction is provided.

We came upon evidence for thinking that students will want to improve upon those skills whose use has been increased. Students said they wanted to improve in the skills usually associated with the activities which were noted in the study to significantly be increased from high school to graduate.

We did find reason for thinking that the amount of "exposure" a student has to a subject matter like English will increase his interest in its more sophisticated topics although it may be that the factor of voluntary choice of courses is also associated with the student's level of interest in sophisticated English topics.

Finally, we affirmed on the basis of the data, what has elsewhere been argued, that the competitive excellence concept of postsecondary education is not in vogue today. Felt-needs could be tied to this concept, so that a learner would gain in confidence, not merely in the knowledge that he can do the job, but with the wisdom of understanding that he can do it better than the many persons who lack his college background.

Notes

1. Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 52.

2. Ibid., p. 86.

3. Richard Friedrich and Elizabeth McPherson, "English at Forest Park Community College," College English, 35, no. 8, May, 1974, p. 886.

4. John Oastler, "Academic Leadership during Retrenchment," Community College Frontiers, 3, no. 3, Spring, 1975.

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Appendix A: The Questionnaire

1. Questionnaire Construction

We proceeded by first examining the course outlines and particularly, the course objectives for each course in its various topical forms. Ideas for most questions in the skills area were developed on this basis.

We then identified the various activities that a citizen of the community might be involved in doing, which would have relation to the skills derived for the most part from the curriculum itself.

The topics mentioned in the questionnaire are some, but not all, we ran across in the course outlines.

Finally, a section of general comment was added to permit feed-back at the "personal" level. It was placed at the beginning of the questionnaire to get the respondent into the "proper mood" for the many questions which followed.

2. Questionnaire Variances and Interpretation

a. the student and graduate questionnaire

If the respondent followed the directions of section I properly, we entered an "E" as answer to questions 1 and 3. No "E" response was offered by the respondent himself to these questions. Our interpretation of "E" to these questions is that the student took no English instruction at College of DuPage.

Believing that a large number of itemized questions might become tedious to the respondent, we stopped numbering questions at #56. But we have coded the answers such that numbering proceeds to 72 in the case of the student and graduate questionnaire.

b. the high school student questionnaire

For questions 57-60 of the student and graduate questionnaire the high school student was told to substitute "high school" for "college." The sheet provided the student did not contain this change.

The first page of the questionnaire is different from the student and graduate questionnaire.

c. the faculty questionnaire

The questionnaire is actually numbered through question 41. The value of this questionnaire is to delve into what the instructor believes an English program should be at the community college. With this knowledge, we conceived of ourselves in position to find out what is going on in the classroom from the instructor's perspective.

ENGLISH QUESTIONNAIRE FOR STUDENTS AND GRADUATES OF COLLEGE OF DuPAGE

I. Comments on the English Curriculum at College of DuPage

If you have earned semester credits in English at College of DuPage, answer the following questions of this part. If not, please go on to the next section.

1. In light of the courses in English which you took, are you satisfied with the instruction you received?

a) yes, very much so; b) yes, by-and-large; c) no, there were too many problems with the teaching; d) no, very much dissatisfied with the teaching; e) other_____

2. In light of the courses in English that you took, are you satisfied with the curriculum materials, that is, the course content, you were provided?

a) yes, very much so; b) yes, by-and-large; c) no, there were too many problems with the course content; d) no, very much dissatisfied with the course content; e) other_____

3. Including courses you may be taking now, how many quarter hours have you had in English at College of DuPage?

a) 0-3; b) 4-6; c) 7-9; d) above 9

Indicate what transfer credits were not accepted(aside from remedial English courses) by the transfer college:

_____

_____

_____

Any comments on the English curriculum at College of DuPage in light of your experience?

_____

_____

_____

_____

II. Your Language Arts Profile

IN A YEAR, how many times do you do the following? Use these answers:
a) 1-5; b) 6-10; c) 11-15; d) over 15; e) not at all

4. see a play

5. read a novel or play

6. read a short-story, western or mystery

7. speak before groups

8. participate in group discussions

9. offer suggestions or make recommendations for change

10. come up with a creative idea, something imaginative

11. read technical books, trade publications

12. set out to buy a thing you saw advertised on T.V. or in the newspaper

13. write personal letters

14. write reports or term papers

15. read issues of popular magazines like Time, etc.

16. describe an event to others in accurate detail

IN A MONTH, how many times do you do the following? Use these answers:
a) 1-5; b) 6-10; c) 11-15; d) over 15; e) not at all

17. read the daily newspaper

18. re-state to others a position you have taken because they did not understand

19. talk as an authority on a subject

20. watch T.V. for three hours in the day

21. create in your thoughts another state of the world than exists

22. IN ORDINARY CONVERSATION, how frequently do you use "big" words?
a) very frequently; b) usually; c) sometimes; d) rarely

III. How Good Are Your Language Skills?

When the occasion arises how good are you at performing the activities listed below? Use the following answers:
a) very good; b) fairly good; c) average; d) poor; e) a flop at it!

HOW GOOD are you at the following attentive skills:

23. picking out the gist of what you read

24. listening closely to what people say

25. enjoying literature of the past or present

26. enjoying a play

27. reading as fast as you need to but nonetheless reading accurately

28. following a train of thought

HOW GOOD are you at the following organizing skills:

29. telling a story

30. articulating a point of view

31. getting your point across on paper

32. expressing yourself on paper

33. writing without making many revisions

34. using an outline in your writing or speaking

35. writing proposals or reports

36. telling a joke

37. composing a poem

HOW GOOD are you at the following logical skills:

38. relating the evidence to the conclusion or to the contention

39. spotting flaws in a story

40. criticizing what you see or hear

41. taking the ideas of others and re-working them

42. spotting an emotional appeal

43. being concise, to the point

44. making models for new organizational structures

45. defining terms

46. challenging critically a point someone else makes

HOW GOOD are you at the following interpretative skills?

47. analyzing the character of people

48. realizing why someone did what he did

49. knowing an outstanding play, movie, book when you experience it

50. reciting a poem

51. reading a passage out loud

52. understanding the other person's point of view

53. setting a literary work in its cultural period

AND, HOW GOOD are you at the following?

54. doing library research

55. using synonyms, antonyms

56. spelling the "difficult-to-spell" words

College of DuPage

Do not use the opscan sheet for the rest of this questionnaire.

IV. Your Philosophy Of Education

Using a scale from 1 to 4, tell us your rating of the following responses:
1-most important to me
2-next in importance to 1, etc.

If indeed I have matured through my college experience, it is primarily because:

question no.

57 _____ a) college opened up things to me I had never thought of before nor encountered.

58 _____ b) college made me aware of the mistakes and pitfalls other people frequently fall into.

59 _____ c) college made me critical so that I now count on more reliable and certain data than most people do.

60 _____ d) college showed me what native talents I have and taught me to play my advantages.

Using the same 1 to 4 scale, the most important item given a "1", tell us your rating to the following:

I think college should:

61 _____ a) open up the world of thought to the individual.

62 _____ b) enable the person to do a better job than most people do.

63 _____ c) make a person self-reliant and confident.

64 _____ d) help the individual to fit into society better.

V. Developing Further In The Language Arts

Check those skills you would like to improve upon:

65 _____ style of writing

66 _____ grammar

67 _____ analyzing literature and drama

68 _____ being logical

69 _____ speaking before groups

70 _____ writing reports

71 _____ spelling

72 Other skills: _____

_____

_____

Check any of the ones you have an interest in:

_____ selected American, British and European novels

_____ various types of the short story

_____ contemporary plays

_____ contemporary poetry

_____ the favorites of ballad and song

_____ various types of fantasy

_____ the humor of comic strips, novels, films

_____ the modern forms of dramatic non-fiction

_____ contemporary films

_____ book, plays, films, and music of the Black Experience

_____ the values, attitudes and problems of youth as portrayed in literature

_____ the alienation theme in literature

_____ values and attitudes about love and marriage as depicted in literature

_____ utopian visions in literature

_____ writers in Africa, Asia, Central and South Americas

_____ exploration of the theme of individual vs. society in the literary art form

_____ the works of Shakespeare

_____ the works of early American writers

_____ Russian writers

_____ Anglo-Saxon, medieval and early Renassance periods in literature

_____ mid-19th Century American literary works

_____ 19th and 20th Century European fiction

_____ English poets and philosphers in writings

_____ American Realists of the late 19th and 20th Centuries

_____ Greek writers

_____ English literary figures of the 19th and 20th Centuries

_____ Southern writers from the 1930's on

_____ the Greeks' gods and heroes in mythology

_____ looking at the 1920's through literature

_____ looking at the influence of drama on our time

_____ existentialism in the literary form

_____ looking at human nature through fiction

_____ looking at the political scene today through literature

Thanks for your participation in this important student-oriented project.

The Curriculum Task Force,
John Oastler, Chairman

COLLEGE OF DUPAGE ENGLISH CURRICULUM QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

1. In light of the courses in English which you took, are you satisfied with the instruction you received?

a) yes, very much so; b) yes, by-and-large; c) no, there were too many problems with the teaching; d) no, very much dissatisfied with the teaching; e) other_____

2. In light of the courses in English that you took, are you satisfied with the curriculum materials, that is, the course content, you were provided?

a) yes, very much so; b) yes, by-and-large; c) no, there were too many problems with the course content; d) no, very much dissatisfied with the course content; e) other_____

3. Including courses you are taking now, how many semesters in high school English have you had?

a) 1-2; b) 3-4; c) 5-6; d) over 6

Can you describe an English class session that stands out in your mind as the very best time you've had in English? What was happening?

_____

_____

_____

Can you describe an English class session that stands out in your mind as the very worst time you've had in English? What took place?

_____

_____

_____

What improvements would like to see in the English offerings you have taken?

_____

_____

_____

LANGUAGE ARTS QUESTIONNAIRE FOR ENGLISH FACULTY

I. a. In light of your knowledge, what are some major problems English instructors of a community college must face in trying to improve upon their curriculum?

_____

_____

_____

b. What do you take to be worthy objectives for an English program at a community college?

_____

_____

_____

Please answer the following questions using the opscan answer sheet and a #2 pencil.

II. Skills Taught Through The Language Arts Curriculum

In your estimation, how important to the English program of a community college is teaching the following skills? Use these answers:
a) essential; b) useful; c) can be included; d) should be excluded

Attentive Skills

1. picking out the gist of what is read
2. listening closely to what people say
3. enjoying literature of the past or present
4. enjoying a play
5. reading fast but accurately
6. following a train of thought

Organizing Skills

7. telling a story
8. articulating a point of view
9. getting the point across on paper
10. expressing oneself on paper

11. writing without making many revisions
12. using an outline in writing or speaking
13. writing proposals or reports
14. telling a joke
15. composing a poem

Logical Skills

16. relating the evidence to the conclusion or to the contention
17. spotting the flaws in a story
18. criticizing what one sees or hears
19. taking the ideas of others and re-working them
20. spotting an emotional appeal
21. being concise, to the point
22. making models for new organizational structures
23. defining terms
24. challenging critically a point someone makes

Interpretative Skills

25. analyzing the character of people
26. understanding the reasons people have for acting the way they do
27. knowing an outstanding play, movie, book when one experiences it
28. reciting a poem
29. understanding another's point of view
30. setting a literary work in its cultural period

Others Skills

31. doing library research
32. using synonyms, antonyms
33. spelling the "difficult-to-spell" words

DO NOT USE THE OPSCAN SHEET FOR THE REST OF THIS QUESTIONNAIRE

III. Your Philosophy Of Education

Using a scale from 1 to 4, rank the following responses:
1-most important educational outcome
2-next in importance to 1, etc.

If indeed a student has matured throught his college experience, it is primarily because:

34 _____a) college opened up things to the student he had never thought of before nor encountered.

35 _____b) college made the student aware of the mistakes and pitfalls people frequently fall into.

36 _____c) college made the student critical so that he now counts on more reliable and certain data than most people do.

37 _____d) college showed the student what native talents he has and taught him to play his advantages.

Using the same 1 to 4 ranking scale, the most important item given a "1", tell us your rating to the following:

I think college should

38 _____a) open up the world of thought to the individual.

39 _____b) enable the person to do a better job than most people do.

40 _____c) make a person self-reliant and confident.

41 _____d) help the individual to fit into society better.

IV. Check any of the topics listed below that you beleive <u>is essential</u> to an English program of a community college:

_____ selected American, British and European novels

_____ various types of the short story

_____ contemporary plays

_____ contemporary poetry

_____ the favorites of ballad and song

_____ various types of fantasy

_____ the humor of comic strips, novels, films

_____ the modern forms of dramatic non-fiction

QUESTIONNAIRE RESPONSES FOR THE GROUPS HIGH SCHOOL STUDENTS (A), COLLEGE OF DUPAGE STUDENTS (B), AND COLLEGE OF DUPAGE GRADUATES (C)

GROUP A-42 RESPONDENTS; GROUP B-138 RESPONDENTS; GROUP C-84 RESPONDENTS

TALLIES GIVEN IN PERCENT
THE MEAN IS INTERPRETED A=5; B=4; C=3; D=2; E=1

Response		A	B	C	D	E	Omit	Mean	S.D.
1.	A	21	60	5	10	0	2	3.90	.94
	B	22	37	2	1	33	4	3.15	1.65
	C	27	50	6	1	5	11	4.05	.96
2.	A	7	60	14	12	2	5	3.60	.90
	B	17	41	3	1	33	4	3.09	1.60
	C	32	43	7	5	2	11	4.09	.95
3.	A	0	10	24	62	2	2	2.41	.71
	B	38	16	5	5	32	4	3.23	1.76
	C	8	13	37	29	1	12	2.99	.96
4.	A	64	14	0	2	19	0	4.02	1.58
	B	59	6	2	0	32	1	3.61	1.84
	C	73	4	1	0	20	2	4.11	1.63
5.	A	38	26	10	19	7	0	3.69	1.35
	B	53	16	7	14	9	1	3.90	1.42
	C	45	13	11	17	13	1	3.61	1.52
6.	A	40	21	14	19	5	0	3.74	1.31
	B	43	21	13	17	5	1	3.81	1.30
	C	38	17	5	31	8	1	3.46	1.48
7.	A	60	14	2	12	12	0	3.98	1.49
	B	49	7	4	1	38	1	3.30	1.88
	C	49	7	2	8	33	0	3.30	1.84
8.	A	29	14	14	38	5	0	3.24	1.36
	B	35	17	8	31	7	3	3.43	1.42
	C	24	12	10	49	6	0	2.99	1.35
9.	A	40	17	14	24	5	0	3.64	1.36
	B	36	17	7	25	14	1	3.36	1.53
	C	19	21	14	40	4	1	3.12	1.24

Response		A	B	C	D	E	Omit	Mean	S.D.
10.	A	33	21	5	36	5	0	3.43	1.40
	B	38	16	10	27	8	1	3.50	1.44
	C	27	18	12	40	0	2	3.33	1.28
11.	A	38	10	7	7	38	0	3.02	1.81
	B	40	7	5	14	33	1	3.05	1.78
	C	27	18	12	40	0	2	3.33	1.28
12.	A	60	7	17	10	7	0	4.02	1.35
	B	46	9	19	9	15	1	3.74	1.50
	C	31	7	14	31	15	1	3.07	1.51
13.	A	19	19	10	45	5	2	3.02	1.29
	B	21	14	11	49	4	1	2.98	1.29
	C	21	14	7	52	4	1	2.98	1.31
14.	A	55	29	2	12	2	0	4.21	1.12
	B	38	35	12	11	3	0	3.96	1.10
	C	27	21	6	26	18	1	3.14	1.52
15.	A	17	26	17	33	7	0	3.12	1.25
	B	18	16	12	46	7	1	2.92	1.28
	C	12	7	13	65	2	0	2.61	1.08
16.	A	12	14	24	48	2	0	2.86	1.09
	B	16	22	14	45	2	1	3.04	1.19
	C	12	15	11	61	1	0	2.76	1.12
17.	A	31	12	12	40	5	0	3.24	1.39
	B	19	9	14	53	4	1	2.85	1.25
	C	18	8	14	54	5	1	2.81	1.23
18.	A	45	26	2	17	10	0	3.81	1.42
	B	43	25	13	9	9	1	3.84	1.32
	C	44	21	18	11	5	1	3.90	1.23
19.	A	48	17	12	7	17	0	3.71	1.53
	B	48	17	10	7	17	1	3.71	1.54
	C	52	17	7	13	10	1	3.90	1.42
20.	A	21	19	21	31	7	0	3.17	1.29
	B	40	15	7	19	18	1	3.40	1.59
	C	40	20	10	13	15	1	3.58	1.52
21.	A	26	14	14	31	14	0	3.07	1.45
	B	28	11	14	28	18	1	3.02	1.50
	C	39	12	4	20	25	1	3.58	1.52

Response		A	B	C	D	E	Omit	Mean	S.D.
22.	A	5	19	55	21		0	3.07	.78
	B	4	17	62	17		1	3.06	.72
	C	11	21	55	12		1	3.31	.83
23.	A	21	36	31	7	5	0	3.62	1.06
	B	23	37	30	9	1	0	3.73	.94
	C	35	46	18	1	0	0	4.14	.75
24.	A	36	38	21	2	2	0	4.02	.95
	B	30	45	22	3	1	0	4.00	.84
	C	40	37	18	5	0	0	4.13	.88
25.	A	29	40	14	5	12	0	3.69	1.28
	B	19	35	28	14	4	0	3.49	1.09
	C	35	27	23	12	3	1	3.81	1.12
26.	A	38	33	14	10	5	0	3.90	1.16
	B	26	23	27	15	8	1	3.45	1.25
	C	35	25	25	11	4	1	3.77	1.15
27.	A	14	21	24	21	19	0	2.90	1.34
	B	13	22	46	14	5	0	3.25	1.02
	C	17	38	31	13	0	1	3.59	.92
28.	A	24	33	26	2	14	0	3.50	1.29
	B	19	43	33	3	3	0	3.72	.90
	C	31	51	13	2	0	2	4.13	.73
29.	A	14	43	31	7	5	0	3.55	.99
	B	13	36	38	10	2	0	3.48	.92
	C	19	40	33	5	1	1	3.72	.87
30.	A	17	43	33	7	0	0	3.69	.84
	B	12	36	44	7	1	0	3.50	.84
	C	17	49	31	2	0	1	3.81	.74
31.	A	26	24	36	10	5	0	3.57	1.13
	B	16	33	34	12	5	0	3.42	1.06
	C	31	32	27	10	0	0	3.85	.98
32.	A	24	21	43	10	2	0	3.55	1.04
	B	17	38	28	13	4	0	3.50	1.06
	C	36	27	24	13	0	0	3.86	1.05
33.	A	10	19	36	26	10	0	2.93	1.11
	B	4	28	32	23	13	1	2.85	1.08
	C	14	25	36	18	6	1	3.24	1.10

Response		A	B	C	D	E	Omit	Mean	S.D.
34.	A	12	24	29	26	10	0	3.02	1.18
	B	4	17	40	28	9	1	2.79	.99
	C	17	29	37	15	1	1	3.45	.99
35.	A	17	17	43	19	5	0	3.21	1.09
	B	7	27	48	14	4	0	3.17	.91
	C	15	32	42	10	0	1	3.54	.87
36.	A	19	26	31	19	5	0	3.36	1.14
	B	11	30	38	15	6	0	3.25	1.03
	C	10	21	45	19	4	1	3.14	.96
37.	A	12	7	38	21	21	0	2.67	1.24
	B	9	14	17	27	33	0	2.38	1.31
	C	6	14	24	26	29	1	2.42	1.22
38.	A	14	36	38	7	5	0	3.48	.99
	B	17	29	44	7	1	2	3.55	.89
	C	18	42	37	2	0	1	3.76	.77
39.	A	10	38	31	12	10	0	3.26	1.11
	B	12	30	38	19	1	0	3.31	.96
	C	20	43	29	8	0	0	3.75	.88
40.	A	26	40	24	7	2	0	3.81	.99
	B	22	32	36	9	1	0	3.67	.95
	C	25	48	23	5	0	0	3.93	.82
41.	A	19	43	26	10	2	0	3.67	.98
	B	7	31	45	16	1	0	3.25	.85
	C	15	36	42	6	0	1	3.61	.82
42.	A	29	33	33	5	0	0	3.86	.90
	B	19	41	34	7	0	0	3.72	.85
	C	32	51	14	0	0	2	4.18	.67
43.	A	14	29	48	10	0	0	3.48	.86
	B	9	34	37	20	1	0	3.30	.91
	C	17	42	35	5	0	2	3.72	.81
44.	A	5	12	57	19	7	0	2.88	.89
	B	1	12	46	30	9	1	2.66	.87
	C	6	23	44	21	4	2	3.06	.92
45.	A	10	29	36	21	5	0	3.17	1.03
	B	7	25	46	18	4	1	3.11	.93
	C	12	40	35	11	0	2	3.55	.85

Response		A	B	C	D	E	Omit	Mean	S.D.
46.	A	26	36	26	12	0	0	3.76	.98
	B	15	20	45	17	1	1	3.31	.98
	C	19	37	35	7	0	2	3.70	.87
47.	A	24	38	26	10	2	0	3.71	1.02
	B	20	41	29	7	1	1	3.74	.89
	C	31	41	18	4	0	1	4.06	.80
48.	A	29	50	19	2	0	0	4.05	.76
	B	22	54	19	4	1	1	3.92	.80
	C	32	52	14	0	0	1	4.18	.67
49.	A	19	52	24	2	2	0	3.83	.85
	B	29	33	30	7	1	1	3.83	.95
	C	30	42	23	4	1	1	3.96	.89
50.	A	12	21	38	14	14	0	3.02	1.20
	B	7	15	38	22	17	1	2.74	1.14
	C	11	17	33	21	15	2	2.85	1.21
51.	A	12	31	33	12	12	0	3.19	1.17
	B	13	26	41	18	1	1	3.31	.97
	C	17	30	32	18	1	2	3.44	1.02
52.	A	29	38	29	5	0	0	3.90	.88
	B	23	47	25	3	1	1	3.88	.85
	C	29	56	13	0	0	2	4.16	.64
53.	A	7	12	50	19	12	0	2.83	1.03
	B	4	15	37	30	13	1	2.66	1.01
	C	8	17	33	24	15	2	2.78	1.17
54.	A	14	38	29	5	0	2	3.41	1.14
	B	12	28	39	14	6	1	3.28	1.04
	C	15	35	37	10	2	1	3.52	.95
55.	A	7	29	33	17	12	2	3.02	1.13
	B	9	34	36	14	5	1	3.28	1.00
	C	10	39	39	7	4	1	3.45	.90
56.	A	21	26	24	14	12	2	3.32	1.31
	B	19	28	23	14	14	1	3.23	1.32
	C	20	27	23	19	10	1	3.30	1.27

For the following, A=4; B=3; C=2; D=1 and respondent's ranking an item first is recorded as "A", ranking an item second is recorded as "B", etc.

Response		A	B	C	D	Omit	Mean	S.D.
57.	A	19	36	19	17	10	2.63	1.02
	B	34	25	20	9	12	2.96	1.01
	C	38	31	15	10	6	3.04	.99
58.	A	17	14	29	31	10	3.18	1.11
	B	19	20	26	25	11	2.35	1.10
	C	18	27	29	25		2.30	1.02
59.	A	12	19	36	24	10	2.21	.99
	B	14	25	30	20	11	2.39	1.01
	C	18	25	32	19	6	2.44	1.02
60.	A	43	21	14	10	12	3.11	1.05
	B	22	25	20	23	11	2.50	1.13
	C	21	38	20	15	5	2.69	1.00
61.	A	40	29	17	5	10	3.16	.92
	B	40	29	20	6	5	3.08	.94
	C	42	35	17	5	2	3.16	.88
62.	A	14	19	17	40	10	2.08	1.15
	B	16	10	23	45	6	1.97	1.13
	C	12	18	21	46	2	1.95	1.08
63.	A	48	29	10	5	10	3.32	.87
	B	48	35	11	1	6	3.38	.72
	C	56	31	8	4	1	3.41	.80
64.	A	19	14	36	21	10	2.34	1.07
	B	15	20	31	28	6	2.23	1.05
	C	18	26	31	23	2	2.40	1.04

For the following, percentage of respondents' signifying interest in a topic is recorded.

Style of writing-A 67
B 66
C 64

Grammar-A 29
B 49
C 40

Analyzing lit.--A 29
B 30
C 38

Logic-A 33
B 38
C 35

Public speaking-A 38
B 53
C 38

Reports-A 31
B 49
C 38

Spelling-A 45
B 39
C 38

Other skills mentioned (see end of this tally for listing)
-A 4 respondents
B 10 respondents
C 8 respondents

Novels-A 40
B 34
C 39

Short story-A 38
B 70
C 58

Plays-A 45
B 32
C 25

Poetry-A 21
B 22
C 17

Song and ballad-A 33
B 20
C 25

Fantasy-A 50
B 45
C 33

Humor-A 67
B 70
C 58

Dramatic Non-fiction-A 36
B 28
C 15

Films-A 55
B 54
C 46

Black Lit.-A 14
B 20
C 17

Youth's values-A 38
B 35
C 35

Alienation-A 7
B 18
C 14

Values of marriage-A 26
B 37
C 32

Utopian lit.-A 19
B 29
C 21

Third world writers-A 5
B 9
C 10

Individual theme-A 14
B 26
C 24

Shakespeare-A 31
B 25
C 26

Early Amer. lit.-A 24
B 30
C 32

Russians-A 7
B 14
C 13

Early English lit.-A 5
B 15
C 18

19th Century-A 14
B 16
C 21

19th-20th Century-A 12
B 25
C 20

English poetry, etc.-A 12
B 20
C 20

Realists-A 21
B 18
C 27

Greeks-A 14
B 17
C 18

Literary-A 10
B 14
C 14

Southern writers-A 21
B 18
C 15

Greek mythology-A 36
B 30
C 40

1920's-A 26
B 28
C 13

Drama influence-A 17
B 18
C 20

Existentialism-A 5
B 18
C 20

Human nature-A 45
B 61
C 46

Politics-A 26
B 32
C 25

Other skills mentioned (response to question #72):
A--vocabulary; reading and understanding what you read; reading faster with more comprehension; analyze character;
B--vocabulary; developmental reading; writing poetry; reading; comprehending what I read; study skills; vocabulary; composing poems; increase reading speed; express myself-I know what I want to say but can't; expression
C--legal writing; speed reading; putting creative thoughts into words; how to write humor, how to be a versatile writer; learning to communicate succinctly and with clarity; vocabulary, speed reading; speed reading; essays and critiques; creative dramatics, reading critically

QUESTIONNAIRE RESPONSES OF COLLEGE ENGLISH FACULTY, 33 RESPONDENTS

Skills Tally--A=4; B=3; C=2; D=1

Response	A	B	C	D	Omit	Mean	S.D.
1.	82	3	9	0	6	3.77	.62
2.	67	18	6	0	9	3.67	.61
3.	27	48	12	3	12	3.10	.76
4.	18	33	33	3	12	2.76	.83
5.	12	39	30	12	6	2.55	.89
6.	82	9	3	0	6	3.84	.45
7.	27	21	39	3	9	2.80	.92
8.	73	18	3	0	6	3.74	.51
9.	85	6	0	0	9	3.93	.25
10.	70	18	3	0	9	3.73	.52
11.	3	30	18	36	12	1.93	1.01
12.	24	45	24	0	6	3.00	.73
13.	18	33	36	6	6	2.68	.87
14.	6	3	45	36	9	1.77	.82
15.	6	9	48	24	12	1.90	.88
16.	73	12	6	3	6	3.65	.75
17.	24	39	21	3	12	2.97	.82
18.	42	39	3	3	12	3.27	.94
19.	18	36	27	3	15	2.72	.96
20.	39	42	12	0	6	3.29	.69
21.	64	24	0	3	9	3.63	.67
22.	6	30	42	9	12	2.38	.78
23.	64	24	6	0	6	3.61	.62
24.	52	36	6	0	6	3.48	.63
25.	33	21	30	9	6	2.84	1.04
26.	36	30	15	12	6	2.97	1.05
27.	24	39	27	3	6	2.90	.83
28.	3	6	45	36	9	1.73	.74

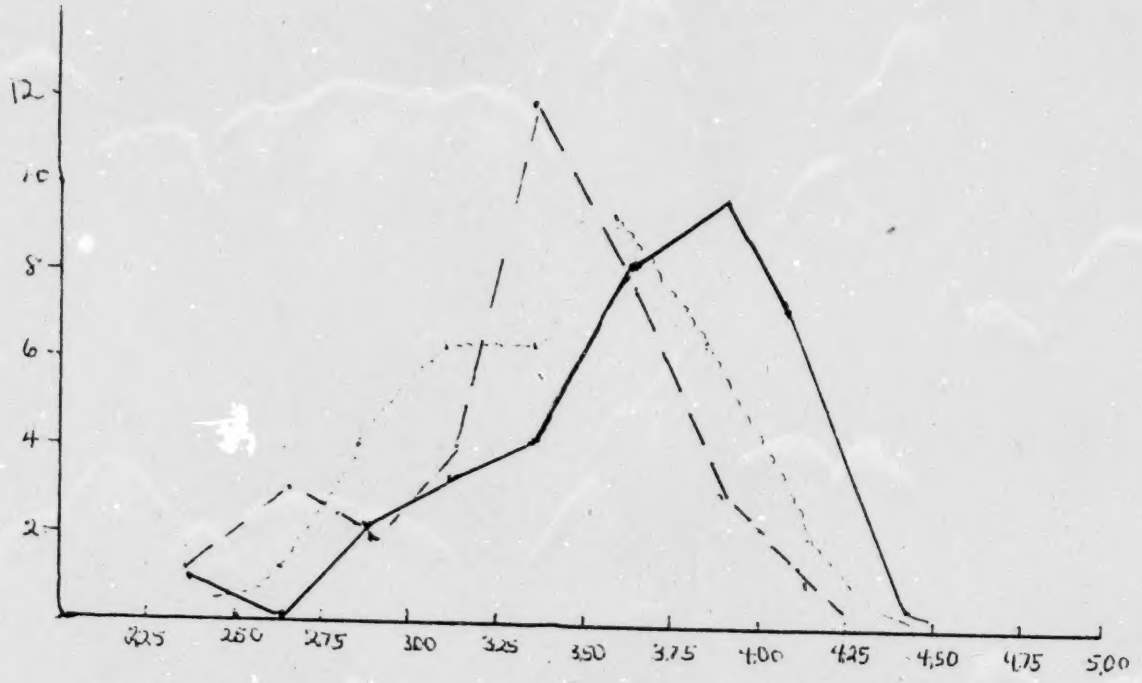
Response	A	B	C	D	Omit	Mean	S.D.
29.	61	27	0	6	6	3.52	.81
30.	15	36	42	0	6	2.71	.74
31.	42	24	24	0	9	3.20	.85
32.	15	33	39	6	6	2.61	.84
33.	21	21	39	12	6	2.55	.99

In the following, respondent's ranking an item first is recorded as "A", ranking an item second as "B", etc.

34.	64	18	9	6	3	3.44	.91
35.	3	18	21	55	3	1.69	.90
36.	30	33	27	6	3	2.91	.93
37.	12	39	27	18	3	2.47	.95
38.	73	21	6	0	0	3.67	.60
39.	6	15	52	21	6	2.06	.81
40.	27	45	21	6	0	2.94	.86
41.	3	6	33	55	3	1.56	.76

Topics deemed essential reported in percentage of respondents

Novels-79
Short story-58
Plays-42
Poetry-58
Ballad and song-15
Fantasy-21
Humor-27
Dramatic non-fiction-24
Films-39
Black lit.-45
Youth values-36
Alienation-24
Utopias-12
Third world lit.-27
Individual theme-48
Shakespeare-42
Early Amer. writers-33
Russian writers-9
Early English Lit.-18
19th Century lit.-36
English poets, etc.-30
American realists-42
Greeks-21
19-20 Centuries writers-52
Southern writers-18
Mythology-36
1920's-27
Drama impact-24
Existentialism-15
Human nature-67
Politics-27
Others-24



110. % guessing random score

SELF-ASSESSMENT OF LANGUAGE SKILLS

QUESTIONS 23-56

STUDENT/GRADUATE			
HIGH SCHOOL	MEAN: 3.44	S.D. 1.52	
COLLEGE – – –	MEAN: 3.34	S.D. 1.57	
GRADUATE ——	MEAN: 3.63	S.D. 1.67	

Appendix E: Comments on the English Curriculum from College of DuPage graduates and high school students concerning the h.s. curriculum*

High School Questionaire

Best Time in English Class:

Respondent #s: Comment

4: Discussion of topics.....

8: Discussion and reading of book.....

11: None of my English classes have been that great

Discussion of topics not in text book. Everyone participated and said what they really felt.

I enjoy doing work with plays, and I like studying present novels such as the Great Gatsby.

When you (everyone) gets really involved in some sort of discussion that is interesting to everyone.

Reading and interpreting a good book, play, or short story.

When we were listening to original plays of past centuries and than the whole class got involved in the discussion.

I don't know what happened, I was asleep.

Well, we had to create stories from our imagination and they weren't really the kind of stories that are read in English class.

Not really.

Sophomore English. We did different projects read different books.

In my English IM class, my freshman year, when we were doing poetry and composition. My teacher then was really good and it was fun doing the poems.

Discussion and reading in sophomore English class with Miss Bush. She made special projects, etc. Made novels we read easier to understand.

My freshman year at Glenbard East, it was fun, she really got into things, like reading and the books were good.

Reading periods that we can read anything we want.

Yes, I liked speech and in English I liked the Greek Methology part. Modern Americans writers was also a good course.

I lived in Michigan and I took a super natural in Literature Course. ?

In my Humanties, we (my class) got into a fantastic discussion on the meaning of the word "truth". It lasted a hour and was concluded the next day.

*The college of DuPage students did not record comments, except in one or two instances, so there is no report of their comments. Also, the "worst time" in an English class in high school and improvements for a high school English program were not fruitful material for this study.

Best time in class cont'd.

Yes, a Junior class called Young Americans. We studied interesting books.

In a sophomore English course we got into discussing To Kill a Mockingbird, and everyone really got into the discussion.

My speech teacher was describing common posture and speaking problems, and demonstrating as she described. She did hilarious interpretations, and we didn't forget any of what she said.

Can't think of any.

No.

When everyone has something to contribute that is orderly and meaningful to the benefit of the class.

The class was discussing a book and since everyone contributed it was very successful.

Humanities, everything was happening, religion, art, philosophy, books, music.

A class discussion.

Yes, discussing a book and comparing it with today's problems.

The class that was the most interesting was the reading of all kinds of books and interpreting them.

Reading and writing

Speech, I like giving speeches, got good rades in the course.

A class discussion of Tale of Two Cities in which the whole class took part and the teacher guided and developed the discussion.

When we blew up ballons in Journalism.

Freshman English, lively class never bore.

Soph. English - we did many plays and much independent study. We had several compositions to turn in, but we were always given plenty of time to do it in (including classroom time.)

Can't answer to because I don't normally pay much attention in English.

Graduate's comments on English curriculum *

#18 - I would suggest that the instructors stress individual achievement greater rather than mere accomplishment of assigned tasks.

#31 - By and large a good preparation for resuming college as an English major at N.I.U. However, there was one course I took at C/D which covered Beowuef and other early English works and writers which did not give me the background that would have been helpful to get me through a more extensive course at N.I.U. The C/D course had the material but we never got through all the works and the instructor lacked some expertise in making what we did go over meaningful. I got through the NIU course O.K., but it would have been more meaningful and valuable to me had I received at C/D the background from the course in reference that could and should have made it so.

#42 - It was 1971 since I last was involved with English at C/D. What I do remember was satisfactory and of benefit.

#105 - I enjoyed the courses very much, but no one instance the course of the Language of Propaganda, 1970-1971, it needed more structure.

#119 - Any teacher that doesn't take time to get to know the student, can't expect the student to give himself a fair grade. Whenever I have been asked to give myself a grade, I always give an "A" whether I think I deserve it or not, this English instructor did this.

#120 - I liked it because it gave alternative to straight grammar and such.

#124 - I answered (b) for numbers 1 and 2 only because of one course with which I was dissatisfied. Otherwise, (a) would be have been definitely marked.

#126 - I remember mostly the film making courses taken. They were very educational and enjoyable.

#149 - I thought they had a good selection to choose from.

#162 - Satisfied with the wide variety of courses available. Other than just plain composition. Found Media and Film very interesting, but they were not English oriented enough (writing style, grammar, etc.)

#181 - Your English department I believe was outstanding. Teachers like XXXXXXXX (Film) and XXXXXXXXXX are a great asset to C/D. I miss C/D as compared to NIU. If I had one wish it would be to have C/D a four year institute.

#183 - Any student wishing to transfer to 4 year college or university should take at least 1 quarter of English Rhetoric to either refresh or help learn the art of it.

*Instructor names have been blocked out.

185 - Rhetoric course should be required.

201 - More day to day type of written experience. More usable business letter writing. Spelling.

#206 - Very good, especially xxxxxxxxxxxxxxx.

#221 - I had two really fantastic teachers the content reflected their ability and dedication.

#236 - I believe it is well suited for transfer students.

#245 - I enjoyed and found it flexable enough to fit my interest.

#249 - The English I experienced was so enjoyable that I have taken more and when I graduate from Circle Campus this spring, it will be with a minor in English.

#256 - I as majoring in elect teach and found the wide choice of English curriculum very acceptable for one who didn't need a grammarical type of English course.

#261 - I took a specialized course and don't know if my comments would apply to the general English curriculum.

#269 - I experienced positive growth in all the courses taken at C/D. So much so, that I elected courses I really did not need just to broaden my experiences. I was personally more than satisfied with the curriculum, it's variety and the progressive, interested and stimulating instructors I had within that curriculum.
272 - Much instructors were extremely capable.

284 - I thoroughly enjoyed all of my English classes except for one. The reason was the teachers attitude not course content.

#287 - Wish there was a wider selection to choose from.

#292 - The courses I took at C/D were both interesting and comprehensive. The content can be compared to my present school. I like the versatility of the present program in that it allows non-English oriented students find a course they can enjoy while still having enough depth to satisfy someone really interested in the subject.

#309 - Did nothing to prepare me for the business world.

#313 - English 102 and speech were actually taken at Lyons Twp Jr. College in 1967, or semester previous to the opening of C/D.

#328 - Enjoyed greatly my literature course and discussion type courses.

#343 - Probably the most beneficial course to me was 103 in which I wrote a paper, and learned various other research skills.

#357 - My Freshman year at C/D I had Speech which I got a lot out of this course. I had individualized writing and I didn't understnd the nature of this course, I felt I didn't accomplish anything. I also took an English Film making class and I felt I achieved a lot from this course. My instructor was XXXXXXXXXXXX and I think he did an exceptionally fine job of instructing this class.

#366 - I believe the English curriculum at C/D to be one of my strongest and most valuable assets. I feel greatly indebted for the experience of tough learning. Maintain a "hard line" approval to sustain self confidence.

#374 - Keep English in DLL, it's better to learn at your own pace.

#382 - I had problems with all three teachers as to what was really going on in the class and what was expected.

#400 - I wish I would have had more Greek Literature.

#402 - Curriculum presented poorly and very uninterestingly , did not correspond with catalog definition. Two of my three instructors did not know how to teach their ideas.

406 - The only reason I took English was it is a requirement.

#408 - Never had any grammar; very unstructured texts required not used; using teacher's text he had written - uncomfortable; really got nothing out of my four classes but an A and 3 hours credit.

#418 - I enjoyed the #200 courses much more than the #100 classes because of the variety in assignments.

#424 - Everything I have to say about the English curriculum can be summed up in one word. GREAT! XXXXXXXXXX is one of the finest teachers I could ever hope to meet.

#425 - I benefited a great deal from the English courses I took at C/D.

#430 - I thought that it was a good curriculum because there was quite a variety of different courses within English alone.

#458 - The thing that I liked most was the small classes that allowed for a better class atmosphere and better teaching.

$470 - The English 101 - 2 - 3 was unnecessary as far as I'm concerned. I found it to be a waste of time and money. I already had those type of classes in high school and it was redundant to take them again in college.

Graduate's comments on English curriculum

#472 - If xxxxxxxxx is representative of the English curriculum at C/D, I am very impressed. He has shown a genuine concern for his students and helps us to develop our talents to the fullest. The course content so far has helped to highten my awareness of the environment and utilize past experiences to interpret experiences of the present.

#482 - I found the content of the courses extremely interesting (especially a fantasy course I took). Perhaps more should be demanded of the students in the way of production though.

486 - The English curriculum doesn't give instruction in the class of good grammar. Doesn't help you fully analyze literature and drama. The only teacher that does this is xxxxxxxxx. Also DuPage should offer a program in Transformational Grammar so one doesn't have to take in transfering College of DuPage did not prepare me to meet with the more advanced terms of writing. I was well prepared in high school but not at DuPage. It would then seem to me that DuPage should push good grammar writing skills etc. If it wants it's transfer students to get decent grades. One should also note that it needs upper level courses that compare with Eastern, Northern and the other state schools.

Categorizing Comments from High School Students and Graduates of College

1. Categorizing graduate responses in terms of felt-needs categories

   Of the 47 graduates who wrote comments on the English program at College of DuPage, we recorded:

   4 comments primarily concerned with preparation for transfer

   1 comment primarily expressing a felt-need for improving writing style, grammar

   2 comments primarily expressing a felt-need for adequate preparation for business

2. The "best time in English class" responses indicate a self-expressive need of the respondents, not apparently tied to improvement toward some goal beyond the classroom. Of 37 comments, 13 apparently refer in some fashion or other to the student's ability to express himself on the material through discussion, etc. as being the best of times.

Appendix F: Questionnaire Responses from College of DuPage Graduates who took over 9 credits in English

Group size-25, tallies given in percent. The mean is interpreted A-5, B-4, C-3, D-2, E-1

Response	A	B	C	D	E	Omit	Mean	S.D.
1.	44	40	4	4		8		
2.	52	32	4	12		0		
3.				1.00				
4.	64	4	4	0	28	0	3.76	1.81
5.	36	16	16	24	8	0	3.48	1.42
6.	36	12	8	36	8	0	3.32	1.49
7.	48	4	0	8	40	0	3.12	1.94
8.	16	12	16	52	4	0	2.84	1.21
9.	12	20	12	48	8	0	2.80	1.22
10.	20	24	12	44	0	0	3.20	1.22
11.	28	8	12	32	20	0	2.92	1.55
12.	52	20	0	8	20	0	3.76	1.64
13.	16	12	8	60	4	0	2.76	1.23
14.	16	36	8	24	16	0	3.12	1.39
15.	8	8	8	68	8	0	2.40	1.04
16.	4	12	8	76	0	0	2.44	.87
17.	16	12	20	48	4	0	2.88	1.20
18.	36	24	20	16	4	0	3.72	1.24
19.	48	12	16	12	12	0	3.72	1.49
20.	32	20	20	16	12	0	3.44	1.42
21.	32	16	8	20	24	0	3.12	1.64
22.	12	32	44	12	0	0	3.44	.87
23.	40	48	12	0	0	0	4.28	.68
24.	32	40	20	8	0	0	3.96	.93
25.	64	20	16	0	0	0	4.48	.77
26.	32	32	28	4	4	0	3.84	1.07
27.	20	44	28	8	0	0	3.76	.88
28.	32	60	8	0	0	0	4.24	.60
29.	28	40	24	4	4	0	3.84	1.03
30.	24	52	20	4	0	0	3.96	.79
31.	44	28	24	4	0	0	4.12	.93
32.	48	16	28	8	0	0	4.04	1.06
33.	24	32	28	12	4	0	3.60	1.12
34.	24	24	24	24	4	0	3.40	1.22
35.	24	36	32	8	0	0	3.76	.96
36.	8	32	32	24	4	0	3.16	1.03
37.	12	12	24	24	28	0	2.56	1.26
38.	20	56	24	0	0	0	3.96	.68
39.	28	36	24	12	0	0	3.80	1.00
40.	24	44	24	8	0	0	3.84	.90
41.	16	56	24	4	0	0	3.84	.75

Response	A	B	C	D	E	Omit	Mean	S.D.
42.	36	56	8	0	0	0	4.28	.61
43.	28	40	28	4	0	0	3.92	.86
44.	12	24	44	20	0	0	3.28	.94
45.	20	48	28	4	0	0	3.84	.80
46.	32	36	20	12	0	0	3.88	1.01
47.	36	36	20	8	0	0	4.00	.96
48.	44	48	8	0	0	0	4.36	.64
49.	44	44	8	4	0	0	4.28	.79
50.	24	24	28	16	8	0	3.40	1.26
51.	28	24	40	8	0	0	3.72	.98
52.	40	56	4	0	0	0	4.36	.57
53.	20	20	28	16	16	0	3.12	1.36
54.	24	48	20	8	0	0	3.88	.88
55.	16	44	32	8	0	0	3.68	.85
56.	24	32	16	24	4	0	3.48	1.23

Tallies of percentages for topics:

Novels-68
Short story-52
Plays-32
Poetry-28
Ballad and song-28
Fantasy-56
Humor-48
Dramatic non-fiction-20
Films-56
Black lit.-16
Youth values-32
Alienation-20
Utopias-40
Third world lit.-16
Individual theme-36
Shakespeare-36
Early Amer. writers-48
Russian writers-16
Early English Lit.-32
19th Century lit., American-36
English poets, etc.-20
American realists-32
19th Century lit., European-28
Greeks-28
19-20 Centuries writers-20
Southern writers-16
Mythology-48
1920's-12
Drama impact-16
Existentialism-20
Human nature-56
Politics-36

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CLEARINGHOUSE FOR
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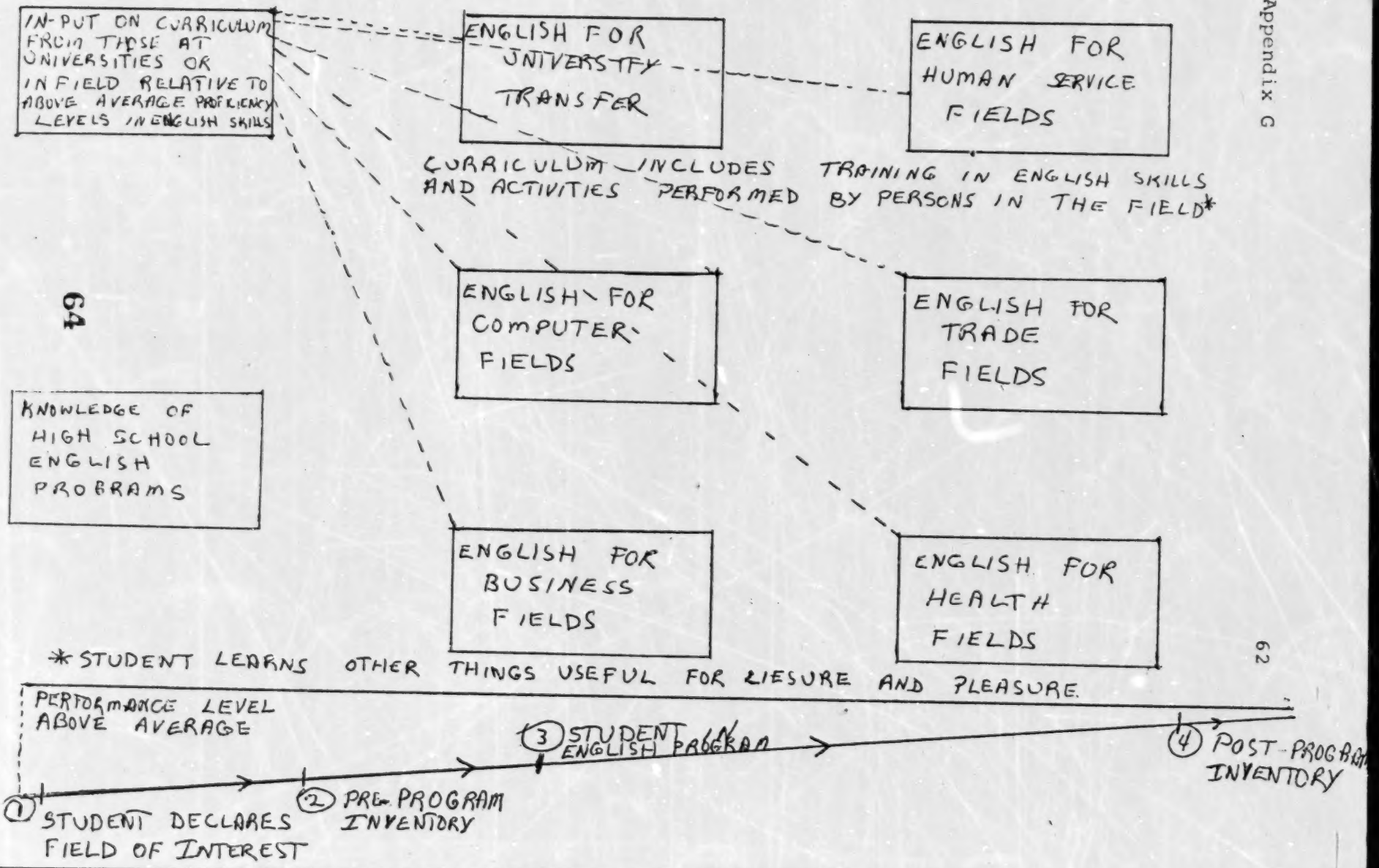
INFORMATION

MODEL OF ENGLISH INSTRUCTION BASED ON COMPETITIVE EXCELLENCE


IN-PUT ON CURRICULUM FROM THOSE AT UNIVERSITIES OR IN FIELD RELATIVE TO ABOVE AVERAGE PROFICIENCY LEVELS IN ENGLISH SKILLS
ENGLISH FOR UNIVERSITY TRANSFER
ENGLISH FOR HUMAN SERVICE FIELDS
CURRICULUM INCLUDES TRAINING IN ENGLISH SKILLS AND ACTIVITIES PERFORMED BY PERSONS IN THE FIELD*
ENGLISH FOR COMPUTER FIELDS
ENGLISH FOR TRADE FIELDS
KNOWLEDGE OF HIGH SCHOOL ENGLISH PROGRAMS
ENGLISH FOR BUSINESS FIELDS
ENGLISH FOR HEALTH FIELDS
* STUDENT LEARNS OTHER THINGS USEFUL FOR LEISURE AND PLEASURE
PERFORMANCE LEVEL ABOVE AVERAGE
(1) STUDENT DECLARES FIELD OF INTEREST
(2) PRE-PROGRAM INVENTORY
(3) STUDENT IN ENGLISH PROGRAM
(4) POST-PROGRAM INVENTORY